

**Saving Makes "Cents"**  
**Sponsored by**  
**Massachusetts State Treasurer**  
**Timothy P. Cahill**

*PROGRAM INFORMATION*

**THE ENCLOSED MATERIALS INCLUDE THE FOLLOWING:**

- AN OVERVIEW OF SAVING MAKES "CENTS" AND THE PROGRAM GOALS
- COMMITMENT REQUIRED OF SCHOOLS
- COMMITMENT REQUIRED OF BANKS
- BANK PARTICIPATION FORM
- SCHOOL PARTICIPATION FORM
- GETTING THE PROGRAM STARTED
- SPEAKING ENGAGEMENTS AT SCHOOLS
- ERNIE DIGREGORIO BACKGROUND INFORMATION
- ANGELA HUCLES BACKGROUND INFORMATION
- CURRICULUM TABLE OF CONTENTS
- CURRICULUM GOAL AND FORMAT
- SAMPLE LESSON FROM THE 13 LESSON CURRICULUM

## **BASIC OVERVIEW**

Saving Makes "Cents" is a school banking program developed to teach the ABC's of money management skills to elementary school children. What makes this program so special is that local schools and banks work together to teach children basic monetary concepts - from the origins of money to opening a savings account (which children actually do on "banking days") to the various forms of taxation - which develop solid money management and life planning skills. An educational curriculum is provided by the State Treasurer's office and is taught by classroom teachers. Simultaneously, a bank representative is on hand to open up savings accounts and accept deposits so students can learn through real life experience the importance of good saving habits.

## **GOALS OF THE PROGRAM**

- To encourage savings habits and promote a positive savings ethic.
- To make opening and maintaining savings accounts available and easily accessible to children.
- To develop problem-solving skills through real life experiences with an emphasis on hands-on learning as outlined in the teaching manual.
- To combine the resources of education, the State Treasurer's office and business to make new opportunities available to students and educators.

## COMMITMENT OF PARTICIPATING SCHOOLS

- Saving Makes "Cents" is centered around a 13-lesson teaching manual designed as a guide to participating educators. The manual is intentionally flexible to allow each teacher to use his/her own creative teaching style and skills in implementing the program. Teachers are able to choose information from the manual he/she deems appropriate for their class (See curriculum outline attached).
- Saving Makes "Cents" is adaptable for grades three to six. The curriculum should be implemented in one grade level to avoid redundancy when the children graduate to the next level, but several grades can participate simultaneously in the savings account program.
- Each lesson was developed with a 40-minute time frame in mind although this is adaptable to each teacher. At least one full lesson should be taught a month. In many schools now using Saving Makes "Cents", a representative from the sponsoring bank assists in lesson presentation.
- Lessons were designed to be integrated into the existing curriculum in an interdisciplinary manner rather than as an "add on."
- Each lesson is accompanied by several suggested activities to give students the opportunity to apply what they have learned to real life situations.
- Suggested activities that run throughout the manual are both high and low level activities to allow students who progress at different levels to participate. The activities are broken down into six categories: math, social studies/history, science, computer and creative arts.

## COMMITMENT OF PARTICIPATING BANKS

- Banks agree to waive their minimum deposit requirement and open savings accounts for the students. Periodically a bank representative (anyone from the president of the bank, to an outstanding teller, to a parent volunteer) visits the school and collects deposits from participating students. A mutually agreeable system is set up between the bank and its partner school.
- "Bank Days," when a student deposits money into their savings accounts, should be held at least once a month. However, if the bank and school agree, "bank days" can be held as frequently as once a week.
- Not all students need to open savings accounts in order to participate in the program, but all students should participate in classroom instruction.
- While it is not a requirement, bank representatives are encouraged to participate with classroom instructors and host a field trip to the bank or to any other appropriate location.
- Banks must obtain approval from the school board in order to accept children's deposits. State regulated banks and credit unions do not need to attain approval from the Division of Banking. Federally regulated banks need to consult with the bank's in-house counsel for compliance with the regulations of the Office of the Comptroller of Currency. Federally regulated credit unions need to consult with in-house counsel for compliance with the National Credit Union Administration.

# **BANK PARTICIPATION FORM**

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Bank: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Fax: \_\_\_\_\_

**Please list below the school(s) you would like to participate with:**

1. School: \_\_\_\_\_  
Principal: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. School: \_\_\_\_\_  
Principal: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. School: \_\_\_\_\_  
Principal: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ATTACH EXTRA PAGE IF ADDITIONAL SCHOOLS ARE TO BE ADDED.**

**Office of the State Treasurer Timothy P. Cahill  
Attention: Leanne Martin  
State House - Room 227  
Boston, MA 02133**

**Phone: 617-367-6900, Ext. 613      Fax: 617-248-0372  
E Mail: [lmartin@tre.state.ma.us](mailto:lmartin@tre.state.ma.us)**

*Visit our web site at [www.state.ma.us/treasury](http://www.state.ma.us/treasury)*

# SCHOOL PARTICIPATION FORM

Principal or Contact Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Number of years you have been participating: \_\_\_\_\_

Grade that will be participating (i.e. 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>): \_\_\_\_\_

Number of classes that will be participating: \_\_\_\_\_

Number of students that will be participating: \_\_\_\_\_

Number of teaching manuals needed: \_\_\_\_\_

Sponsoring Bank Name and Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bank Contact: \_\_\_\_\_

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**E Mail: [lmartin@tre.state.ma.us](mailto:lmartin@tre.state.ma.us)**

***Visit our web site at [www.state.ma.us/treasury](http://www.state.ma.us/treasury)***

# GETTING STARTED

## **STEP 1**     **TARGET A BANK/SCHOOL**

Get together with a prospective bank/school to see if they are interested in participating and if they are get to know your bank/school partner.

Establish a relationship early in the program with the person that will be heading Saving Makes "Cents" at your partner bank/school.

## **STEP 2**     **PLAN A STRATEGY**

Plan a "Strategy Session" with the committed school or bank representative in order to design your own Saving Makes "Cents" Program.

- Establish joint goals and expectations.
- Discuss the implementation process.
- Continue to discuss and accordingly modify your design throughout the program.
- Review the curriculum.
- Establish mutually agreeable "bank days" (days when students deposit money into their savings account).

## **STEP 3**     **SCHOOL COMMITTEE APPROVAL**

Banks must meet with your local school committee to attain approval for the program.

## **STEP 4**     **NOTIFY ALL PARENTS OR GUARDIANS**

It is important to clearly explain student banking rules and procedures to parents and guardians before student accounts are opened. Participating banks in the program send a letter to the parents informing them of the program and require a parent's signature to open a savings account for the student.

One way to inform the parents is at a PTA meeting or on parent/teacher night. This is an excellent venue for bank officials to answer any questions parents may have, and obtain needed information. Another way is through usual correspondence between the school and parents. Bankers, principals and teachers should work together on the initial presentation to parents; this will minimize individual questions or concerns.

## **Schedule an Event at the School to Increase Awareness and Enthusiasm for Saving Makes “Cents”!**

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A representative from the Treasurer's office and a guest presenter will lay the foundation for students to learn about the importance of money management. Through student participation and their own experiences, they will stress the reasons why it is important to save money for their future, ways to accomplish their saving goals, the benefits and dangers of credit cards, and the qualities students need to achieve their own personal goals in life.

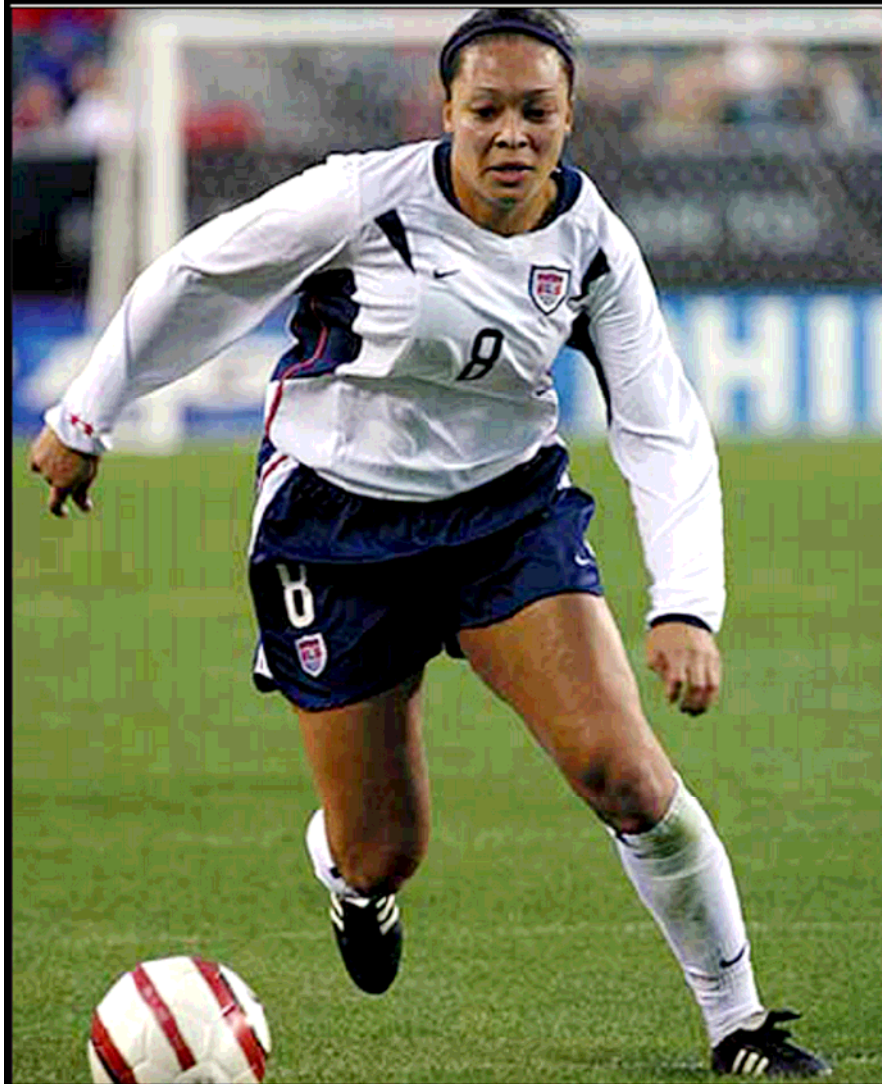
For more information on available guest speakers, or to schedule an appointment, contact Leanne Martin, Saving Makes “Cents” Program Director, at 617-367-6900 extension 624 or by email at [lmartin@tre.state.ma.us](mailto:lmartin@tre.state.ma.us)

You may also write to:

Office of State Treasurer Timothy P. Cahill  
Saving Makes “Cents”  
State House, Room 227  
Boston, MA 02133



NBA Great Ernie DiGregorio's claim to fame began at Providence College. In 1972 he led the school to a 4<sup>th</sup> place finish in the NCAA Finals. He was selected to the Associated Press All-American Team, and won the Joe Lapchick Memorial Trophy as the outstanding collegiate player in the U.S. In 1973, Ernie won both the Assist and Free Throw titles, as well as being named the NBA Rookie of the Year for 1973. Ernie DiGregorio, has remained a legend to basketball fans nationwide.



## Angela Hucles

Olympic Gold Medalist in soccer for Team USA

**Saving Makes Cents**

A PROJECT OF STATE TREASURER TIMOTHY P. CAHILL

A native of Virginia Beach, Virginia and alum of the University of Virginia. She was selected in the 12th round of the WUSA Inaugural draft by the Boston Breakers on December 10, 2000 and played with the team through September 2003. Hucles is a member of the National U.S. Soccer Team, which finished third in the World Cup in the fall of 2004 and finished first as Olympic Gold Medalists in Athens, Greece the summer of 2004.

Sample

## Revised Teacher's Guide

### 2000 - 2001 Edition

#### **Goal**

This guide has been developed to help teachers create an interesting and interactive experience where students can work with adults from the private and public sectors to strengthen their problem solving skills and their financial awareness through "hands-on" learning. It is designed to allow each teacher flexibility in implementing the lessons of the program. Rather than being "add-ons," the lessons are meant to be woven into the existing curriculum in an interdisciplinary fashion.

#### **Format**

This guide includes thirteen lessons, which have been designed to build a foundation for understanding the concepts and skills necessary for successful money management.

Each lesson has been planned for approximately 40 minutes and includes the following sections:

- Introduction
- Objectives
- Suggested Materials / Speakers
- Suggested Activities / Homework
- Attachments

The attachments are meant to be copied for distribution to each student. The attachment section consists of lesson material, glossary, related web sites, and additional worksheets.

With the increased emphasis on technology, teachers may want to utilize computers in teaching the lessons. We also suggest that a journal be used as an organizational tool and as a way of enhancing students' writing skills.

## **Table of Contents**

	<b>Pages</b>
<b>Lesson 1</b> - What is Money?	1 - 8
<b>Lesson 2</b> - Where Does Money Come From?	9 - 16
<b>Lesson 3</b> - The World of Work	17 - 23
<b>Lesson 4</b> - What to Do with Your Money	24 - 30
<b>Lesson 5</b> - Why Do People Save?	31 - 36
<b>Lesson 6</b> - What Do Banks Do And How Do They Work?	37 – 43
<b>Lesson 7</b> - Bank Visit	44
<b>Lesson 8</b> - Services Banks Offer	45 - 50
<b>Lesson 9</b> - Different Types of Financial Institutions	51 - 56
<b>Lesson 10</b> - What is Credit?	57 - 62
<b>Lesson 11</b> - Stock Market	63 - 65
<b>Lesson 12</b> - Various Forms of Taxation & Their Uses	66 - 70
<b>Lesson 13</b> - Review and Group Project	71



# Lesson One

## What is Money?

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### **Introduction:**

This lesson will trace the history of money and introduce students to the concept of money as a medium of exchange.

### **Objectives:**

- To explore why there is so much importance attached to money and discuss ways to use money wisely.
- To draw students' attention away from money as a symbol of power or status and focus their attention on its basic role as a medium of exchange.
- To make students more aware of their own ideas and attitudes about money.
- To make students aware that having money means making choices and being responsible.

### **Suggested Materials/Speakers:**

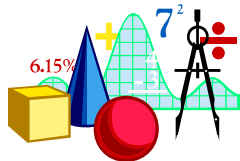
- *The Story of Money* by Betsy Maestro
- *The Totally Awesome Money Book for Kids* by Andrian Berg and Arthur Berg Bochner
- *Once Upon a Dime Comic Book* - Federal Reserve Bank New York. Call (212) 720-6134 to order
- *Why Money was Invented* by Neale S. Godfrey
- *How to Teach Children About Money* by Peggy Houser
- *Money Doesn't Grow on Trees: A Parent's Guide to Raising Financially Responsible Children* by Neale S. Godfrey
- *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* by Steve Otfinoski

## Suggested Activities/Homework:



### ***Creative Arts***

- Sponsor a Barter Day – Present an exchange skit for the class.
- Select a specific coin and demonstrate the things it can buy.
- Act out a current form of bartering (ex. baseball cards, stickers).
- Split the class into groups, each representing their own village. Come up with reasons why it would be better to have a monetary system instead of bartering. Explain these reasons to the class.
- Set a dollar amount (\$50, \$100) and have students make a collage of those items they could buy within that amount.



### ***Math***

- How many pennies are in one million dollars? How many dimes, quarters, half-dollars? How many five dollar bills? How many ten, twenty, fifty, one hundred-dollar bills?
- Design math problems to see how long it would take to save a certain amount of money based on allowance or doing chores. (for example, if you saved your \$5.00 weekly allowance, how long would it take you to save for a \$100 bicycle. If you mowed lawns in the neighborhood for \$10 each, how many lawns would you have to mow to save for a \$200 bicycle?)



### ***Language Arts***

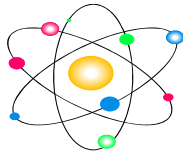
- Ongoing - Start a journal to keep all essays and vocabulary.
- Write a journal entry that describes why your village decided to change from bartering to using money.

- Write a story "If I Had A Million Dollars..."
- Bring in newspaper articles about money issues and discuss them in class.
- Interview family members and write down ways in which they have bartered. Present them in class.
- Read the Federal Reserve Bank comic book on the history of money. (Call the Federal Reserve at 617-973-3989 to receive these materials.)



### ***Social Studies***

- What did people do before there was money? What was used to barter?
- What did Native Americans use as a medium of exchange?
- Where was the first system of money used?
- Bring in any foreign coins you may have and compare the value of these coins to pennies, nickels, dimes, and quarters.



### ***Science***

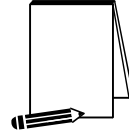
- Put \$1.00 worth of pennies on a scale. How many dimes could balance the scale? Try this with nickels and quarters.
- Why was certain metal used in different coin denominations?
- Why did people switch from coins to paper as a form of currency?



### ***Computer***

- Make an eye-catching advertisement for "Barter Day" show what you have to trade and what you would like to trade for.

## **Attachments**



- *The Story of Money:* Lesson Material, Glossary and Web Sites
- *Money Expressions:* Various phrases about money
- *World Money:* Activity on calculating foreign currency
- *Match the Money:* Activity on adding up money and matching it with what it can buy

# THE STORY OF MONEY:

## *What is Money?*

**Money is a medium of exchange; anything that is generally accepted as a means of payment.** It is anything that is commonly accepted by a group of people for the exchange of goods or services. The system of coins and paper currency that we use in the United States exists to enable people to obtain the goods and services they need in a convenient way.

We can go anywhere in our country and pay for whatever we may need. United States dollars are easily recognized and accepted even by some foreign countries. This was not always the case. The uniform system of coins and paper dollars we use today is less than 100 years old. For thousands of years people didn't even use money, people used a system called **barter**.

## *What is Barter?*

**Barter is the exchange of goods or services for other goods or services.** Bartering is not as complicated as it sounds. Most people have bartered at one time or another. For instance, have you ever exchanged something you didn't want in your lunch for something you liked in someone else's? That's bartering.

For centuries, barter was the principal medium of exchange all over the world. Neighbors bartered with each other. People from different tribes or countries also bartered.

Bartering, however, did present some problems. For example, if a fisherman needed a fishing net and was prepared to offer a bucket of fish as payment, he needed to find someone with a fishing net who was willing to accept fish as payment. What if no one wanted fish? What if someone would only trade for rice? Imagine how difficult it might be to obtain a lamp, bread, or a pair of shoes if no one accepted what you had to trade as payment. Often people traded for things they did not want, hoping that they could later exchange it for something they did really need.

### ***What is a Commodity?***

As nations developed and people began to see the need for some common medium of exchange, "commodity money" came into existence. ***A commodity is a basic item used by almost everyone. Items such as salt, tea, tobacco, cattle and seeds are commodities and have been used as money.*** Through the use of commodities, trade became easier since almost everyone needed or wanted these items.

Although trade became easier, problems still existed. To serve as a medium of exchange, an item must have a clear measurement of worth. Using commodities as money required figuring out how much every item was worth. In addition, it was difficult to transport perishable commodities.

Coins were introduced as money around 5000 B.C. By 700 B.C., countries made their own series of coins with specific values. Metal was the material of choice because it was readily available, easy to work with, and could be recycled. When each coin was given a certain value, it became easier for people to compare the costs of the items they needed. Coins were easier to carry around than commodities, but a lot of coins were heavy. Imagine the weight of a trunk full of coins! Over time, people looked for another form of money and discovered paper. Some of the earliest known paper money dates back to 1300 A.D.

In America, the early settlers often bartered or used commodity money. As individual states were formed, the use of paper money became more popular. After the Civil War, a new monetary system was established. Since 1877, the United States Treasury has issued all paper money. This means that we have one system of money used in all fifty states.

# Glossary



<b>Barter</b>	To trade goods and/or services for other goods and/or services without exchanging money.
<b>Commodity</b>	A basic item used by almost everyone. For example, salt, tea, tobacco, cattle, and seeds.
<b>Currency</b>	The various paper and coin instruments in circulation which are accepted by a given group (usually a country or nation).
<b>Goods</b>	Anything that you can trade with someone.
<b>Money</b>	A medium of exchange; any item that is commonly accepted by a group of people for the exchange of goods and/or services.
<b>Service</b>	Any work that you do for someone else.

## ***RELATED WEB SITES***

<b>Web Site</b>	<b>Topic</b>
<a href="http://www.moneyfactory.com">www.moneyfactory.com</a>	<i>Bureau of Printing and Engraving</i>
<a href="http://www.silverbank.com">www.silverbank.com</a>	<i>Coins of Spanish colonies</i>
<a href="http://www.frbsf.org">www.frbsf.org</a>	<i>Federal Reserve Bank of San Francisco</i>
<a href="http://www.frbatlanta.org/invoke_brochure.cfm?objectid=83FD41F3-9AF0-11D5-898400508BB89A83&amp;method=display_body">www.frbatlanta.org/invoke_brochure.cfm?objectid=83FD41F3-9AF0-11D5-898400508BB89A83&amp;method=display_body</a>	<i>Fundamental Facts about money</i>
<a href="http://www.frbsf.org/federalreserve/money/index.html">www.frbsf.org/federalreserve/money/index.html</a>	<i>Fun facts about money</i>
<a href="http://www.pbs.org/wgbh/nova/moolah">www.pbs.org/wgbh/nova/moolah</a>	<i>History of Money</i>
<a href="http://www.ustreas.gov/kids">www.ustreas.gov/kids</a>	<i>History of Money</i>
<a href="http://www.fleetkids.com">www.fleetkids.com</a>	<i>Games, how money grows</i>
<a href="http://www.mmforkids.org/kids/kids_index.html">www.mmforkids.org/kids/kids_index.html</a>	<i>Money matters for kids</i>
<a href="http://www.math.montana.edu/~umsfwest/numis/">www.math.montana.edu/~umsfwest/numis/</a>	<i>Roman and Greek coins</i>
<a href="http://www.moneyfactory.com/kids/start.html">www.moneyfactory.com/kids/start.html</a>	<i>Money facts &amp; games</i>

# Money Expressions

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*Phrases about money are part of our language. Many times a phrase or expression has a different meaning from the regular meaning of the separate words in it. These phrases or expressions are called idioms. For example, “to catch someone’s eye,” really means “to get someone’s attention.” See if you can figure out what these idioms using money really mean.*

Put Your Money Where Your Mouth Is  
It's As Good As Money in the Bank  
Don't Let Him Nickel And Dime You  
Look/Feel Like A Million Dollars  
Putting In Your Two Cents' Worth  
Have Money to Burn  
Red Cent  
Good as Gold  
Coin A Phrase  
Money Up Front  
Two Bits  
Wasn't Worth Two Cents  
Cash On the Barrel Head  
Wooden Nickel  
A Penny for Your Thoughts

Money Bags  
Pass The Buck  
Strike It Rich  
Foot the Bill  
Penny Pincher  
Drives A Hard Bargain  
Heart Of Gold  
It's Your Nickel  
Rolling In the Dough  
A Dime A Dozen  
Plugged Nickel  
Throw Your Money Away  
Use Ten Dollar Words  
Saving For A Rainy Day

# World Money

The most widely circulated currency in the world is the U.S. Dollar!



Country	Currency
United States	Dollar
France	Franc
Germany	Mark
Japan	Yen
Pakistan	Rupee
England	Pound
Mexico	Peso
Luxembourg	Euro
Kenya	Shilling
China	Yuan
Israel	Shekel
Greece	Drachmae
Russia	Ruble
Portugal	Escudo

## Activity:

Look at paper money from other countries. What is different or the same as the U.S. dollar?

Call a bank or use a daily newspaper to find the exchange rates for foreign currency.

## Practice calculating cost with foreign money.

Equivalent cost in				
Product	U.S. Dollar	Mexico	France	Japan
Movie Ticket				
Athletic Shoes				
Bicycle				
CD				
Computer				
Ice Cream Cone				
Lunch at McDonald's				
Roller Blades				
Watch				

\* Check the paper next week to see how the rates fluctuate

## Match the Money

Figure out what the money adds up to and match it with what you can buy!

